

# Instructional Framework

Law, Public Safety and Security  
43.0100.00



## Domain 1: Investigations

**Instructional Time: 45-55%**

### STANDARD 2.0 ANALYZE LEGAL ASPECTS OF LAW ENFORCEMENT

2.1 Describe the application of constitutional law for arrest, search and seizure	<ul style="list-style-type: none"><li>• Bill of Rights</li><li>• Amendments 4, 5, 6, 8 and 14</li></ul>
2.2 Discuss constitutional and criminal laws at the federal, state and local levels	<ul style="list-style-type: none"><li>• United States Code (USC)</li><li>• Arizona Revised Statute (ARS)</li><li>• Reasonable Suspicion vs. Probable Cause</li></ul>
2.3 Distinguish between criminal and civil law	<ul style="list-style-type: none"><li>• Crime vs. Tort</li><li>• Burden of Proof responsibility -Criminal State Civil each party</li><li>• Police Response at each</li><li>• Burden of Proof Beyond a Reasonable Doubt vs preponderance of the evidence</li></ul>
2.4 Differentiate among the Arizona Revised Statutes (e.g., Titles 4, 13, and 28)	<ul style="list-style-type: none"><li>• Elements of the crime</li><li>• Punishment options</li><li>• Levels of crime</li><li>• Touch on title 8 Juvenile Law and Title 15 School Law (Truancy)</li></ul>
2.5 Review the justification for lethal force	<ul style="list-style-type: none"><li>• Force Continuum</li><li>• ARS</li></ul>

### STANDARD 3.0 INVESTIGATE FUNCTIONS AND RULES FOR CRIMINAL AND CIVIL COURT PROCEEDINGS

3.1 Differentiate among federal, state and local courts; including their differences and purposes	<ul style="list-style-type: none"><li>• Appellate Courts</li><li>• General Jurisdiction</li><li>• Supreme</li><li>• Limited Jurisdiction</li><li>• Court of Last Resort</li></ul>
3.2 Describe the trial process, purpose and rights of witnesses, impeachment of a witness, self-incrimination, immunity from prosecution, and double jeopardy	<ul style="list-style-type: none"><li>• Self Incrimination- 5th Amendment</li><li>• Double Jeopardy</li><li>• Immunity from Prosecution</li><li>• Perjury and Impeachment</li><li>• Dying Declarations</li><li>• Spontaneous Utterances</li><li>• Expert Witnesses</li></ul>

	<ul style="list-style-type: none"> <li>• Burden of Proof</li> <li>• Culpable Mental State</li> <li>• Defenses</li> </ul>
3.3 Distinguish differences among summons, subpoenas and warrants	<ul style="list-style-type: none"> <li>• Court Orders- to get you to court</li> <li>• Warrants = arrest/custody</li> <li>• Issued by a judge</li> </ul>
3.4 Describe origins and functions of a jury (e.g., petit jury, Grand Jury, tribunal)	<ul style="list-style-type: none"> <li>• Grand Jury- cross section of community- determine Probable Cause for charges, issues indictment</li> <li>• Petit Jury- cross section- trier defects at trial</li> <li>• Tribunal- panel of judges as triers if facts</li> </ul>
3.5 Examine the court proceedings from criminal complaint (arrest) to adjudication (e.g., rights of the accused during trial, accusatory pleadings, court appearances and proceedings, the appeals process)	<ul style="list-style-type: none"> <li>• Bill of Rights- Due process, pre-trial conference, pre-trial hearing, pretrial motions</li> <li>• Order of a trial</li> <li>• Objections during a trial</li> <li>• Bail/Bond</li> </ul>
3.6 Explain the process for testifying in federal, state and local courts	<ul style="list-style-type: none"> <li>• Oath</li> <li>• Witness Rights</li> <li>• Self incrimination</li> <li>• Leading vs. open ended questions</li> <li>• Perjury and impeachment</li> <li>• Expert Witness</li> </ul>
3.7 Explain the roles and functions of personnel within the court system (e.g., judges, clerks, data processing, personnel, bailiffs, court secretaries, court managers)	<ul style="list-style-type: none"> <li>• Judge</li> <li>• Clerk of Court</li> <li>• Court Reporter</li> <li>• Bailiff</li> </ul>
<b>STANDARD 6.0 ANALYZE INVESTIGATIVE PROCEDURES</b>	
6.1 Identify sources of information and contacts (e.g., reports, records, and databases; physical evidence, witnesses, suspects)	<ul style="list-style-type: none"> <li>• Eye witness reliability</li> <li>• Informants</li> <li>• arrest records</li> <li>• Department of Child Services reports</li> <li>• Mandatory reporting laws</li> <li>• Arrest records</li> <li>• ACIC</li> <li>• NCIC</li> <li>• AFIS</li> <li>• COdis</li> <li>• RMIN</li> <li>• Criminal records</li> <li>• EPIC</li> </ul>

6.2 Explain the basic steps of crime scene investigation (e.g., protecting crime scenes, preserving physical evidence, collecting and submitting evidence)	<ul style="list-style-type: none"> <li>• Locard's Principle</li> <li>• Crime scene management</li> <li>• Evidence collection, packaging</li> <li>• Chain of custody</li> <li>• Crime scene photo and sketch</li> <li>• Search patterns</li> <li>• Documentation</li> <li>• Ways to protect a crime scene</li> <li>• Why protect the crime scene</li> <li>• Releasing the scene</li> </ul>
6.3 Explain procedures for traffic collision investigations	<ul style="list-style-type: none"> <li>• Scene safety</li> <li>• Traffic control</li> <li>• Care of injured</li> <li>• Gather documentation</li> <li>• Interviews</li> <li>• Determination of violations</li> <li>• Check for impairment</li> <li>• Issue citation</li> <li>• Clean up scene</li> </ul>
6.4 Identify factors that determine if a crime has occurred	<ul style="list-style-type: none"> <li>• Racial Profiling</li> <li>• Culpable Mental States</li> <li>• Statements from victims and witnesses</li> <li>• Visible evidence of crime (broken items, bruising, scratches, etc...)</li> <li>• Elements of the crime</li> </ul>
6.5 Explain procedures to collect and process DNA and micro-level evidence	<ul style="list-style-type: none"> <li>• Photograph in place</li> <li>• Locard principle</li> <li>• Cross contamination issues</li> <li>• Sterile containers</li> <li>• Trace evidence identification</li> <li>• Collection procedures</li> <li>• Chain of custody</li> <li>• Packaging process</li> <li>• Personal protection</li> </ul>
6.6 Explain the roles and responsibilities of law enforcement personnel at a crime scene	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Secure scene</li> <li>• Separate witness</li> <li>• Scan the scene for evidence</li> <li>• See the scene photos</li> <li>• Sketch</li> <li>• Search</li> <li>• Secure and collect evidence</li> <li>• Scene turn over (clean up)</li> </ul>

6.7 Explain types of biological evidence and sources of DNA found at a crime scene (e.g., saliva on cigarette butt, blood on carpet, hair on clothing)	<ul style="list-style-type: none"> <li>• Body fluids</li> <li>• Evidence deterioration</li> <li>• Transfer and cross contamination</li> <li>• Entomology</li> <li>• Environmental effect</li> <li>• Forensic anthropology verse pathology</li> <li>• Blood spatter</li> </ul>
6.8 Explain components of a DUI investigation	<ul style="list-style-type: none"> <li>• Vehicle in motion driving cues</li> <li>• Physical control</li> <li>• Personal contact and observation</li> <li>• pre-arrest screening field sobriety test</li> <li>• Miranda warning</li> <li>• BAC determination-breath, blood</li> <li>• Arrest</li> <li>• Admin per se implied consent</li> <li>• Release third party or incarceration</li> </ul>
6.9 Demonstrate interviewing and interrogation techniques and procedures	<ul style="list-style-type: none"> <li>• Setting location and physical setup</li> <li>• Open ended questions vs leading question</li> <li>• Use of deception</li> <li>• Coercion even perceived</li> <li>• Miranda appropriate</li> <li>• Documentation</li> <li>• Recording audio or video</li> <li>• Pre-planning question</li> </ul>
6.10 Explain the procedure for investigating a crime of domestic violence	<ul style="list-style-type: none"> <li>• Definition of Domestic Violence</li> <li>• Elements of the crimes</li> <li>• Relationships covered</li> <li>• Separate the participants</li> <li>• Office safety</li> <li>• Maintain visual contact with partner and participants</li> <li>• Interview parties and witnesses</li> <li>• Determine violation</li> <li>• Provide victim services information</li> <li>• Arrest as necessary</li> <li>• Recommend cool off period</li> <li>• Provide medical services as needed</li> </ul>
<b>STANDARD 15.0 EXAMINE THE PROCESS OF FORENSIC SCIENCE IN CRIMINAL INVESTIGATION</b>	
15.1 Analyze the historical development of forensic science	<ul style="list-style-type: none"> <li>• Locard's contribution to Forensic Science</li> <li>• First Crime Lab in U.S.-Los Angeles</li> <li>• Technological advances aiding in</li> <li>• Increased acceptance of science in court</li> </ul>

15.2 Explain scientific method as it applies to forensic science	<ul style="list-style-type: none"> <li>• List the steps of scientific method</li> <li>• Compare to crime scene investigation</li> </ul>
15.3 Examine the role of psychology in criminal investigation	<ul style="list-style-type: none"> <li>• Forensic psychology</li> <li>• Mentally incapacitation defense</li> <li>• Criminal profiling- best guess based on statistics</li> </ul>
15.4 Classify fingerprint characteristics	<ul style="list-style-type: none"> <li>• Loop, arch whorl</li> <li>• Minutiae points</li> </ul>
15.5 Analyze bodily fluids, drugs and poisons	<ul style="list-style-type: none"> <li>• Evidence collection and preservation</li> <li>• Marijuana legality issues</li> <li>• Arsenic poison most common choice in 1800's</li> <li>• Unintentional consequences (poisons in street drugs from cultivation and refinements methods)</li> </ul>
15.6 Identify fired ammunition as having come from a specific weapon	<ul style="list-style-type: none"> <li>• Striations</li> <li>• Caliber</li> <li>• Land and groove</li> <li>• Ejector, hammer strike extractor marks</li> <li>• Rifling</li> <li>• Comparison microscope</li> <li>• Test firing</li> </ul>
15.7 Differentiate categories of trace evidence and their significance	<ul style="list-style-type: none"> <li>• Hair</li> <li>• Fiber-natural and manmade</li> <li>• DNA</li> <li>• Glass fragments-refraction</li> <li>• Handwriting analysis</li> <li>• Body fluids</li> <li>• Tool marks</li> </ul>

## Domain 2: Skills

**Instructional Time: 15-25%**

### STANDARD 7.0 EXAMINE POLICE QUALIFICATIONS AND PROFICIENCY SKILLS

7.1 Describe principles, intervention and control related to crowd management	<ul style="list-style-type: none"> <li>• Effectiveness of human, motorcycle, k-9 and horse patrol</li> <li>• Dispersal order in riot situations</li> <li>• Less lethal dispersal tools</li> <li>• Pre-event planning</li> <li>• Incident command</li> <li>• Use of force command</li> </ul>
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7.2 Demonstrate techniques and use of equipment for traffic control and enforcement	<ul style="list-style-type: none"> <li>● Radar-LIDAR</li> <li>● Whistle, reflective vest</li> <li>● Weather issues</li> <li>● Flares flashlights</li> <li>● Barriers- patrol cars, barricades, cones</li> <li>● Electronic traffic light controller</li> </ul>
7.3 Explain the process for physical arrest, physical search and defensive tactics (e.g., probable cause, reasonable suspicion, levels of force, suspect control weapon recovery, arrest techniques, control tactics, edged weapons, less lethal response)	<ul style="list-style-type: none"> <li>● Probable cause</li> <li>● Reasonable suspicion</li> <li>● Suspect control</li> <li>● Weapon recovery</li> <li>● Arrest techniques</li> <li>● Control tactics</li> <li>● Edged weapon</li> <li>● Less lethal response</li> <li>● Use of force continuum</li> </ul>
7.4 Explain safety procedures for handling firearms	<ul style="list-style-type: none"> <li>● Assume all weapons are loaded</li> <li>● Point it down range</li> <li>● Finger off the trigger until ready to shoot</li> <li>● Don't point it at something you don't intend to shoot</li> <li>● Be aware of your background you are responsible for every bullet you shoot</li> </ul>
7.5 Discuss the use of less-lethal equipment and tactics (e.g., personal armor, tear gas, electroshock weapons, pepper balls)	<ul style="list-style-type: none"> <li>● Force continuum</li> <li>● Body armour</li> <li>● Pepper delivery system</li> <li>● Taser</li> <li>● Batons</li> <li>● Flex baton</li> <li>● Rubber bullets</li> <li>● Pepper spray vs. tear gas</li> </ul>
7.6 Describe proper driving techniques and emergency vehicle operations	<ul style="list-style-type: none"> <li>● Code 3 rules and regulation</li> <li>● Terminate the high speed pursuit based on dangers</li> <li>● Responsibilities to conduct a pursuit safely-due regard for safety</li> <li>● Permission for disregard of traffic laws in specific situations</li> <li>● Discuss non-pursuit reasons for emergency vehicle operation</li> </ul>
7.7 Identify emergency equipment included in a patrol car	<ul style="list-style-type: none"> <li>● Lights and siren</li> <li>● Traffic control device -flares, cones</li> <li>● First aid kit and emergency blanket</li> </ul>
7.8 Describe methods and situations for patrolling an area	<ul style="list-style-type: none"> <li>● Preventative patrol</li> <li>● Community policing</li> <li>● Foot patrol</li> <li>● Bike patrol</li> </ul>

	<ul style="list-style-type: none"> <li>● Motorcycle patrol</li> <li>● Patrol car</li> <li>● Driving patterns</li> <li>● Aircraft patrol</li> <li>● Horse patrol</li> </ul>
7.9 Develop a plan of operations for a high crime area	<ul style="list-style-type: none"> <li>● Community policing theories</li> <li>● Crime stats</li> <li>● Crime mapping</li> <li>● Target enforcement</li> </ul>
7.10 Explain the Incident Command System and its purpose	<ul style="list-style-type: none"> <li>● Developed by fire service for wildfire fighting</li> <li>● ICS structure-organizational chart</li> <li>● Transition of command</li> <li>● Span of control</li> </ul>
<b>STANDARD 12.0 PRACTICE EFFECTIVE COMMUNICATION SKILLS FOR LAW, PUBLIC SAFETY AND SECURITY</b>	
12.1 Interpret verbal and nonverbal communication	<ul style="list-style-type: none"> <li>● Body language</li> <li>● Active listening</li> <li>● Importance of silence</li> </ul>
12.2 Explain the chain of command for law enforcement agencies	<ul style="list-style-type: none"> <li>● Information flows both ways</li> <li>● Organizational chart or agency command structure.</li> <li>● Compare chain of command in ICS</li> <li>● Importance of following the chain of command</li> </ul>
12.3 Identify barriers to effective communication	<ul style="list-style-type: none"> <li>● Technology</li> <li>● Hearing, vision loss</li> <li>● Disabilities-autism, physical, medical</li> <li>● Mental capacity-organic or drug induced</li> <li>● Culture</li> <li>● Gender</li> <li>● Language</li> <li>● Age</li> </ul>
12.4 Practice skills used to communicate with co-workers, the public and clients	<ul style="list-style-type: none"> <li>● Active listening</li> <li>● Communication etiquette</li> <li>● Building rapport</li> </ul>
12.5 Apply active listening skills using reflection, restatement and clarification	<ul style="list-style-type: none"> <li>● Reflective statement</li> <li>● Paraphrase</li> <li>● Questioning, interviews</li> </ul>
12.6 Recognize the difference between objective and subjective information when communicating with others	<ul style="list-style-type: none"> <li>● Define objective -fact</li> <li>● Define subjective-opinion</li> </ul>
12.7 Explain how age and cultural differences affect communications	<ul style="list-style-type: none"> <li>● Physical ailments</li> </ul>

	<ul style="list-style-type: none"> <li>• Cultural differences</li> <li>• Generational differences</li> <li>• Dementia</li> </ul>
<b>STANDARD 14.0 DESCRIBE BENEFITS OF TECHNOLOGICAL CHANGES IN LAW, PUBLIC SAFETY, SECURITY AND CORRECTIONS</b>	
14.1 Explain how technology has affected evidence collection and processing	<ul style="list-style-type: none"> <li>• Easier to catalogue (storage)</li> <li>• Chain of custody</li> <li>• Digital fingerprinting</li> <li>• Black light uses</li> <li>• Digital photograph (use RAW setting)</li> </ul>
14.2 Describe the technological advances in surveillance (e.g., GPS, closed-circuit television, smart cameras)	<ul style="list-style-type: none"> <li>• GPS slap ons</li> <li>• Computerized mapping programs</li> <li>• Motion activated cameras</li> <li>• Surveillance cameras traffic cameras</li> <li>• Drones</li> </ul>
14.3 Describe the advantages of mobile data computers	<ul style="list-style-type: none"> <li>• Ready access to maps, call info criminal history</li> <li>• Electronic report writing.</li> <li>• Reduce radio time</li> <li>• Disadvantage of MDTs distracted driving</li> </ul>
14.4 Explain the role of video games software in law enforcement training (e.g., computer video-based training, Simunitions, etc.)	<ul style="list-style-type: none"> <li>• FATS/ MILO range</li> <li>• Simulations</li> <li>• 911 computer simulators</li> <li>• Driver simulators</li> </ul>
14.5 Discuss the advantages and disadvantages of technology of technology available to citizens and the proliferation of citizen surveillance	<ul style="list-style-type: none"> <li>• Proliferation of citizen produced police action videos</li> <li>• Crime documentation by witnesses</li> <li>• Public access to crimes still under investigation</li> </ul>
14.6 Discuss the pros and cons of the uses of social media in law enforcement	<ul style="list-style-type: none"> <li>• Used for background investigations</li> <li>• Public participation in crime solving</li> <li>• Distortion of facts potential-(for instance Rodney King OJ Simpson cases)</li> <li>• Public relations through social network</li> </ul>
14.7 Describe computer forensic processes and their use in law enforcement	<ul style="list-style-type: none"> <li>• Hard drives retain information even when deleted</li> <li>• Require a specific search warrant request to review</li> <li>• Meta-data collection</li> </ul>

### Domain 3: Jobs and Careers

**Instructional Time: 10-20%**

#### **STANDARD 1.0 ANALYZE THE EVOLUTION OF LAW ENFORCEMENT**



1.1 Investigate the historical beginnings of law enforcement	<ul style="list-style-type: none"> <li>• Volmer</li> <li>• O.W. Wilson</li> <li>• Egypt-1st documented example of visible patrol to prevent crime</li> <li>• Peele</li> <li>• Hammurabi-Crime and punishment</li> <li>• Shire Reeve-Sheriff</li> <li>• Vigilantes</li> <li>• Technological advancement including fingerprinting, radio communication, computers, forensic science</li> <li>• Terrorism in the 1990's-2000's</li> <li>• Pinkerton private security</li> <li>• Civil Rights movement in the 1960's -Miranda Rights, prisoner rights etc</li> </ul>
1.2 Compare and contrast past and present roles of law enforcement officers	<ul style="list-style-type: none"> <li>• Vigilante and the the westward expansion</li> <li>• Sheriff office first law enforcement west of the Mississippi (Geographic responsibility)</li> <li>• Federal Law Enforcement US Marshals</li> <li>• FBIhisrotical and present enforcement</li> </ul>
1.3 Formulate a personal philosophy of law, public safety and security	<ul style="list-style-type: none"> <li>• Ethics and professionalism</li> <li>• Determining right and wrong</li> <li>• Internet safety</li> <li>• Core values and where they come from</li> </ul>
1.4 Explain the importance of ethics and professional conduct in law enforcement	<ul style="list-style-type: none"> <li>• Concept of discretionary decision making law enforcement, lawyers, judges and corrections</li> <li>• Frank Serpico and the NYPD</li> <li>• Wickersham report and professionalizing of the CJS</li> <li>• Need for public trust and support (Peele principle)</li> <li>• Police Officer Code of Ethics and Honor Code</li> <li>• Social Contract</li> </ul>
1.5 Examine the Homeland Security Initiative	<ul style="list-style-type: none"> <li>• Creation of Homeland security</li> <li>• September 11th impact</li> <li>• Function of the Coast Guard under Homeland Security</li> <li>• Homeland Security cooperation and collaboration between all levels of law enforcement</li> <li>• The role of FEMA</li> <li>• Homeland Security and funding ( equipment and training)</li> <li>• Levels of threat awareness (Red, Orange, Yellow &amp; White)</li> </ul>
<b>STANDARD 8.0 EXAMINE SPECIALIZED FEDERAL SERVICES</b>	
8.1 Describe special units and their functions (e.g., K-9, motorcycle, aviation, bomb squad)	<ul style="list-style-type: none"> <li>• Specialized units based on their mission</li> </ul>
8.2 Define the role and responsibilities of airport security and the TSA (Transportation Security Administration)	<ul style="list-style-type: none"> <li>• Primary function of Airport Security</li> <li>• TSA function verses Airport Police</li> </ul>

	<ul style="list-style-type: none"> <li>• The origin of TSA (post 9/11)</li> </ul>
8.3 Define the role of the Air Marshal	<ul style="list-style-type: none"> <li>• Air Marshals location of work and primary role</li> <li>• Qualifications for Federal Air Marshal Service</li> <li>• The pros and cons of being employed as an Air Marshal</li> <li>• The history and origin of Air Marshal unit</li> </ul>
8.4 Define Border Patrol and its functions	<ul style="list-style-type: none"> <li>• Border Patrol's primary responsibility as it relates to terrorism</li> <li>• Border Patrol's role as it relates to immigration</li> <li>• Border Patrol specialty units including BORTAC (SWAT), Mounted unit, BORSTAR (paramedic), K-9, Air and Marine Operations</li> <li>• Border patrol humanitarian initiatives</li> <li>• Origin of Border Patrol</li> </ul>
8.5 Describe the activities of the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF)	<ul style="list-style-type: none"> <li>• Bureau of Alcohol, Tobacco, Firearms (ATF) role as it relates to untaxed liquor, untaxed cigarettes, illegal use of firearms and explosives</li> <li>• The requirements to become an agent with ATF</li> <li>• The origin of ATF</li> </ul>
8.6 Describe the activities of the Drug Enforcement Administration (DEA)	<ul style="list-style-type: none"> <li>• Drug Enforcement Administration (DEA) relationship to the Controlled Substance Act</li> <li>• The functions of DEA</li> <li>• DEA as the lead federal agency for domestic enforcement of the Controlled Substances Act</li> <li>• The Controlled Substances Act</li> <li>• DEA responsibility for coordinating and pursuing US drug investigations internationally</li> <li>• The origin of DEA</li> </ul>
8.7 Define the functions of the U.S. Citizenship and Immigration Services (USCIS) and the Immigration and Customs Enforcement (ICE)	<ul style="list-style-type: none"> <li>• The role of U.S. Citizenship and Immigration Services (USCIS)</li> <li>• The role of Immigration and Customs Enforcement (ICE)</li> <li>• The responsibilities of the sections of ICE, Customs, Border Protection and Immigration</li> <li>• The origin of USCIS and ICE</li> </ul>
8.8 Describe the activities of the National Park Services (NPS)	<ul style="list-style-type: none"> <li>• The areas overseen by the National Park Service (NPS)</li> <li>• The Organic Act signed By Woodrow Wilson</li> <li>• The origin of NPS</li> </ul>
8.9 Describe the activities of the U.S. Forest Services (USFS)	<ul style="list-style-type: none"> <li>• The Forest Service is responsibilities</li> <li>• Fire support and suppression responsibilities</li> <li>• The origin of USFS</li> </ul>
8.10 Describe the activities of the Bureau of Land Management (BLM)	<ul style="list-style-type: none"> <li>• The Bureau of Land Management (BLM) relationship to public lands</li> <li>• The oversight of the Public Land natural resource management, oil, coal, and gas leases by the BLM</li> <li>• The process of how money from the natural resource leases is shared with the state</li> </ul>

	<ul style="list-style-type: none"> <li>• The origin of BLM</li> </ul>
8.11 Define the Bureau of Indian Affairs (BIA) and its functions	<ul style="list-style-type: none"> <li>• The laws Bureau of Indian Affairs (BIA) can enforce</li> <li>• The goals of the BIA and its relationship to help increase the quality of life, protect assets of American Tribes, and promote economic opportunity</li> <li>• The origin of the BIA</li> <li>• Federal jurisdiction over the certain crimes (FBI investigates)</li> </ul>
8.12 Compare and contrast the roles and relationships of the Federal Bureau of Investigation (FBI), the Central Intelligence Agency (CIA), and the Secret Service	<ul style="list-style-type: none"> <li>• The priority of the FBI</li> <li>• Secret Service protects the President of the U.S.</li> <li>• The functions of a CIA agent</li> <li>• Transitional crimes (drugs, human trafficking, money laundering, etc...)</li> <li>• Secret Service responsibility in counterfeiting investigations</li> <li>• Explain the history of the FBI, CIA, and Secret Service</li> </ul>
<b>STANDARD 9.0 EXAMINE SPECIALIZED STATE AND LOCAL LAW ENFORCEMENT UNITS</b>	
9.1 Analyze special units and their functions (e.g. K-9, motorcycle, aviation, bomb squad)	<ul style="list-style-type: none"> <li>• Specialized training required for hazardous device teams</li> <li>• Responsibility and training of K9 units</li> <li>• Fixed wing aircraft vs. helicopters vs. ultralight vs drones</li> <li>• Motorcycle units training, maneuverability, duties</li> <li>• Bicycle unit training maneuverability and duties</li> </ul>
9.2 Explain common special weapons and tactics (SWAT) team activities (e.g. unusual criminal activity, hostages, hijackers, barricaded suspects, high-risk arrest warrants)	<ul style="list-style-type: none"> <li>• Purpose of Special Weapons and Tactics teams-high risk police operations</li> <li>• Special training and skills</li> <li>• Fitness requirements</li> </ul>
9.3 Describe law enforcement activities of the state and federal fish and game wardens	<ul style="list-style-type: none"> <li>• Fitness requirements</li> <li>• Environmental working conditions</li> <li>• Job duties</li> </ul>
9.4 Assess the function and necessary skills of the dispatcher/911 operator	<ul style="list-style-type: none"> <li>• First first responder is the 911 operator</li> <li>• Importance of multitasking</li> <li>• Enhanced 911 system</li> <li>• Flow of information from 911 to field units</li> <li>• Stress management</li> </ul>
9.5 Examine the roles and relationships of various law enforcement units during interagency deployments (e.g. pre-incident coordination, technical assistance, site security, traffic and crowd control)	<ul style="list-style-type: none"> <li>• Action planning</li> <li>• Mutual aid agreement</li> <li>• Incident Command System</li> <li>• Communications needs-plain english</li> <li>• Pre-event through post event security and crowd control needs</li> </ul>
<b>STANDARD 10.0 EXAMINE CORRECTIONS SYSTEMS</b>	
10.1 Describe the role of corrections within the criminal justice system	<ul style="list-style-type: none"> <li>• Purpose of corrections in the CJS system is to dispense punishment</li> <li>• Jail populations vs prison populations</li> </ul>

	<ul style="list-style-type: none"> <li>• 8th amendment protection against cruel and unusual punishment</li> </ul>
10.2 Describe the role of the corrections officer	<ul style="list-style-type: none"> <li>• Main function of corrections officers</li> <li>• Care , custody and control of incarcerated populations</li> <li>• Mental and physical hazards of being a CO</li> </ul>
10.3 Identify the operating and support systems of a correctional facility	<ul style="list-style-type: none"> <li>• Goods sold by inmates in the state correctional facilities</li> <li>• Educational and vocational programs in correctional facilities</li> <li>• Medical and psychological treatment systems in corrections facilities</li> </ul>
10.4 Examine state and federal correctional systems	<ul style="list-style-type: none"> <li>• Support systems in corrections (addiction treatment, education)</li> <li>• Levels of prison classifications (minimum security through super max)</li> <li>• Federal Bureau of Prisons</li> <li>• Pros and cons of privatization of prisons</li> </ul>
10.5 Analyze the behavior patterns of personnel and inmates	<ul style="list-style-type: none"> <li>• Behavior traits common among inmates-inmate codes</li> <li>• Concerns regarding female corrections officers in the corrections system</li> <li>• Common prison contraband</li> </ul>
10.6 Explain the roles and functions of the Corrections Tactical Support Units	<ul style="list-style-type: none"> <li>• Response to escapes</li> <li>• Correlation between Tactical Support in prison with SWAT in law enforcement</li> </ul>
10.7 Describe the activities of the Corrections Special Security Unit	<ul style="list-style-type: none"> <li>• Prison investigations</li> <li>• Response to escapes in developing intelligence information</li> <li>• Corrections personnel collecting intelligence information about inmates, prisoner groups and gangs, events etc</li> <li>• Protective custody</li> </ul>
10.8 Define the role of the Corrections Transportation Unit	<ul style="list-style-type: none"> <li>• Moving prisoners between court and prison</li> <li>• Security considerations necessary when transporting inmates</li> <li>• Stun belt and its appropriate use</li> <li>• Transporting inmate populations to locations (medical appointments,hospitalization, bereavement leave)</li> </ul>
<b>STANDARD 11.0</b>	
11.1 Compare and contrast the roles of law enforcement and private security	<ul style="list-style-type: none"> <li>• Private security's role</li> <li>• Private security guard's detention authority</li> <li>• Authority of a sworn officer vs. private security</li> <li>• Reasons for choosing private security versus public supported policing</li> <li>• Citizen arrest as it relates to private security officers</li> <li>• Public police and private security relationship</li> </ul>
11.2 Identify components of private security	<ul style="list-style-type: none"> <li>• Explain the duties of private security</li> <li>• Various occupations-personal security</li> </ul>

11.3 Research the private security industry (e.g. trends, demographics, collaborations with law enforcement, legal authority and powers within private security, security operations)	<ul style="list-style-type: none"> <li>• Types of organizations that use private security</li> <li>• Historical aspects of private security</li> </ul>
11.4 Assess private security options	<ul style="list-style-type: none"> <li>• Career choices in private security (accident investigations/reconstruction, pre-employment investigation services, private investigations, armed and unarmed security officers, etc...)</li> </ul>

## Domain 4: Health and Wellness

**Instructional Time: 10-20%**

### STANDARD 4.0 COMPARE AND CONTRAST SAFETY PRECAUTIONS AND PROCEDURES IN LAW, PUBLIC SAFETY, AND SECURITY

4.1 Describe how personal and environmental safety precautions can deter criminal behavior (e.g. CPTED)	<ul style="list-style-type: none"> <li>• Designing neighborhoods, living spaces, and work areas with crime prevention in mind assists in reducing criminal activity</li> </ul>
4.2 Analyze community safety, warning, and reaction systems (e.g. Reverse 911 system, freeway signage, bulletins)	<ul style="list-style-type: none"> <li>• Amber Alert and the origin</li> <li>• Instances when an evacuation is necessary</li> <li>• Lockdowns and when appropriate to utilize</li> <li>• Explain why statistically the safest place for children is in school</li> <li>• Enhanced 911</li> <li>• The Emergency Broadcast Systems, National Weather Service, Radio/Tv alerts, warning sirens, (tornado, air raid, fire)</li> </ul>
4.3 Explore components of community-based policing (e.g. CPTED, Block Watch, social media)	<ul style="list-style-type: none"> <li>• Effectiveness of community based policing and how it is measured</li> <li>• Kansas City Experiment</li> <li>• Civilian Review Board</li> <li>• SARA model</li> <li>• Factors of community policing (decision making shifts, citizens role, proactive vs. emergency response)</li> </ul>
4.4 Discuss the benefits of developing strong relationships between business and law, public safety, and security sectors	<ul style="list-style-type: none"> <li>• Businesses relationships with law enforcement agencies</li> <li>• Relationship between law enforcement officers and security officers</li> <li>• Community support in crime prevention and police services</li> </ul>
4.5 Explain the purpose of law enforcement agency jurisdiction and mutual aid	<ul style="list-style-type: none"> <li>• Cross-jurisdictional events requiring cooperation between different entities, sometimes as diverse as law fire municipal services, etc.</li> <li>• Incident Command System and Emergency Management</li> <li>• Jurisdiction and cross jurisdiction of local, county, state, and federal agencies</li> </ul>

### STANDARD 5.0 DEMONSTRATE FIRST-AID PROCEDURES

5.1 Describe situations requiring first aid and emergency care	<ul style="list-style-type: none"> <li>• Administering first aid</li> <li>• Situations where an officer may need to render aid</li> <li>• Ensuring a scene is safe before rendering aid (officer safety verses becoming a victim too)</li> </ul>
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5.2 Explain the roles and responsibilities of law enforcement officers in medical and emergency situations	<ul style="list-style-type: none"> <li>• First responsibility of an officer when arriving on an accident scene</li> <li>• Responses to a major public safety incident (avoid blocking the scene from other rescue personnel)</li> <li>• Duty to render aid</li> <li>• Scene Security (not blocking access of other emergency responders)</li> </ul>
5.3 Practice basic medical emergency and first aid procedures (e.g. bleeding, burns, fractures, frostbite, poisoning, shock, CPR)	<ul style="list-style-type: none"> <li>• Stop bleeding</li> <li>• Rendering aid to a person having a seizure</li> <li>• Rendering aid to a person in shock</li> <li>• Emergency response to an accident victim (precautions for moving patients with possible spinal injury)</li> <li>• Dangers of an arterial bleed</li> <li>• CPR</li> <li>• Signs, symptoms and care of heat exhaustion and heat stroke</li> <li>• Signs, symptoms, and care for cold related situations</li> </ul>
5.4 Describe situations requiring Standard Precautions to protect against disease exposure	<ul style="list-style-type: none"> <li>• Gloves</li> <li>• Personal protective equipment (PPE) including breathing masks, hand sanitizer, SCBA's</li> </ul>
5.5 Explain the intent of the Arizona Good Samaritan Law	<ul style="list-style-type: none"> <li>• Good Samaritan Law</li> </ul>
5.6 Explain the procedure for dealing with people in need of psychiatric care	<ul style="list-style-type: none"> <li>• Crisis Intervention Unit assistance to law enforcement</li> <li>• Purpose of the Crisis Intervention Units</li> <li>• Why officers should always expect the unexpected</li> <li>• Officer safety with the mentally ill</li> </ul>
<b>STANDARD 13.0 EXAMINE ISSUES RELATED TO PERSONAL AND MENTAL WELLNESS IN LAW, PUBLIC SAFETY, AND SECURITY</b>	
13.1 Describe resources and techniques for stress management and wellness relevant to law, public safety, security, and corrections	<ul style="list-style-type: none"> <li>• Stress management and stress reductions activities for criminal justice professionals</li> <li>• Critical incident debriefing</li> <li>• Non-healthy coping techniques for dealing with stress ( alcohol and drug use, couch potato etc)</li> <li>• Healthy coping techniques to deal with loss and grief (counseling, talking etc)</li> </ul>
13.2 Recognize the positive and negative effects of peer pressure	<ul style="list-style-type: none"> <li>• Positive peer pressure and behavior</li> <li>• Negative peer pressure and coercion behavior</li> <li>• Cyber/social media peer pressure</li> </ul>
13.3 Evaluate risk-taking behaviors (e.g. Below 100 Initiative)	<ul style="list-style-type: none"> <li>• Risk taking behaviors</li> <li>• Below 100 initiative</li> </ul>
13.4 Describe symptoms of chemical abuse	<ul style="list-style-type: none"> <li>• Indications of drug use (avoidance of family and friends, mood swings, paranoia, absenteeism, change in sleep patterns etc)</li> </ul>

13.5 Recognize factors leading to suicide	<ul style="list-style-type: none"> <li>• Possible signs of impending suicide (giving away possessions, changing will, abruptly making a will, hoarding medicine, increase in risk taking behavior, increase)</li> <li>• Correlation between depression and suicide</li> <li>• Reasons for suicidal thoughts (PTSD, financial difficulties,, marital difficulties, sexual abuse etc.)</li> </ul>
13.6 Describe signs, symptoms, and causes of Post-traumatic Stress Disorder (PTSD)	<ul style="list-style-type: none"> <li>• Signs of Post Traumatic Stress Disorder (PTSD) and the leading cause of PTSD</li> <li>• Causes of PTSD in law enforcement (shootings: witnessed or investigated, officer involved; accidents, high stress calls, calls involving children, homicide scenes, etc...)</li> </ul>
13.7 Develop a plan for personal fitness	<ul style="list-style-type: none"> <li>• Rest and personal health</li> <li>• Balanced diet</li> <li>• Exercise</li> <li>• AZPOST fitness and exercise plan</li> </ul>
13.8 Discuss physical fitness requirements for job success in law, public safety, and security (e.g. flexibility, cardiopulmonary endurance, muscular strength, muscular endurance, body composition)	<ul style="list-style-type: none"> <li>• Most common fitness tests for hiring</li> <li>• POPAT (Peace Officer Physical Aptitude Test)</li> <li>• Cooper Standards pros and cons (general population vs police population)</li> <li>• FIT FORCE</li> </ul>
13.9 Explain how personal choices affect career plans in law, public safety, and security	<ul style="list-style-type: none"> <li>• Social media (Facebook, Twitter, Instagram) and it's impact on the hiring process</li> <li>• Tattoos, piercings and hiring decisions</li> <li>• Educational requirements for law enforcement</li> </ul>